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| EDCI 706  Reform and Change |  | Instructor:  E-Mail:  Phone:  Office:  Office Hours: |
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| Description This module supports candidates in re-imaging curricular and instructional leadership by examining the historical context of school reform in the United States and applied principles of organizational change. The module emphasizes effective leadership practice, successful educational reform models, and the individual and institutional implications of creating and sustaining organizational change.  Rationale  Amid continuous reform and change, effective leaders recognize the need for planning and assessing various and competing models. Leaders embrace institutional responsibilities including accountability, equity, and goal setting for multiple categories of exceptionalities.  Goals  Module goals include deepening candidate understanding of:   * The historical context of educational reform * The applied principles of organizational change in education * Improving curriculum and instruction through collaborative leadership * Creating and sustaining change in individuals, teams, and institutions  Objectives As a result of work in this module, candidates will:   1. Facilitate discussions and activities related to course goals 2. Participate in discussions and activities related to course goals 3. Implement a program evaluation (PE Components A and B planned in EDCI 704 and 702) 4. Analyze the effectiveness of PLC implementation and create an Action Plan based on this analysis (PLP Component B) 5. Facilitate colleagues in designing a curricular unit (CDP Component B planned in EDCI 704)  Teacher Leader Model Standards The following Teacher Leader Model Standards are addressed through readings, coursework, and completion of the evidences: Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning  * 1a - Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change * 1b - Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning * 1c - Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning * 1d - Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges * 1e - Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues  Domain 2: Accessing and Using Research to Improve Practice and Student Learning  * 2a - Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning * 2b - Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning * 2c - Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues * 2d - Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning  Domain 3: Promoting Professional Learning for Continuous Improvement  * 3a - Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals * 3b - Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning * 3c - Facilitates professional learning among colleagues * 3d - Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning * 3e - Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning * 3f - Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning * 3g - Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning * 3h - Uses information about emerging education, economic, and social trends in planning and facilitating professional learning  Domain 4: Facilitating Improvements in Instruction and Student Learning  * 4a - Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture * 4b - Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices * 4c - Supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator * 4e - Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe * 4f - Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction  Domain 5: Promoting the Use of Assessments and Data for School and District Improvement  * 5a - Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards * 5b - Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning * 5c - Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues * 5d - Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning  Domain 7: Advocating for Student Learning and the Profession  * 7a - Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning * 7b - Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students * 7c - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members |  | Texts  * Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction and assessment.* Lanham, MD: Advanced Learning Press. * Balls, J., Eury, A. D., & King, J. (2011). *Rethink, rebuild, rebound (2d ed.).* Boston: Pearson. Include workbook. * Christenson, C. M. (2010) Disrupting class, Expanded edition. New York: McGraw-Hill. * Fullan, M. (2007) Leading in a culture of change. San Francisco: Jossey-Bass. * Graham, P. & Ferriter, W. (2009) Building a professional learning community at work. Bloomington, IN: Solution Tree. * Hall, G. & Hord, S. (2010). Implementing change: Patterns, principles, and potholes (3rd Edition). Boston: Pearson. * Tyack, D., & Cuban, L. (1997). Tinkering toward utopia: A century of public school reform. Cambridge, MA: Harvard University Press.  Evidences Program Evaluation (PE)  Component C: Implementation  Professional Learning Project (PLP)  Component B: PLC Action Plan  Curriculum Design Project (CDP)  Component B: Design Unit |